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ABSTRACT

Developed to provide supplementary instructional strategies for reading teachers at the kindergarten level, this booklet presents the instructional module for completing patterns, a component of the Comprehensive Reading Program of the Chicago Public Schools. After an overview of the module, activities are suggested for the following areas: patterning with manipulatives; listening for patterns; prereading and prewriting; relating sounds to symbols; and reinforcing and enriching. A general introduction is given for each area, in addition to needed materials, suggested teaching strategies, possible learning activities, and activity sheets. (MM)

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Kindergarten

COMPLETES PATTERNS

ED298475

AN INSTRUCTIONAL MODULE FOR A LEARNING OUTCOME OF THE COMPREHENSIVE READING PROGRAM

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General Superintendent of Schools

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AN INSTRUCTIONAL MODULE FOR A LEARNING OUTCOME
OF THE COMPREHENSIVE READING PROGRAM

Kindergarten

MANFORD BYRD, JR.
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

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PREFACE

The Comprehensive Reading Program of the Chicago Public Schools is designed to provide a complete reading program for students in kindergarten through grade 8. The goal of the program is to enable students to achieve competencies which will make them motivated, independent readers capable of critical and reflective thinking.

Each student in the program is expected to achieve a set of learning outcomes appropriate for the student's instructional level covering word attack, comprehension, literature, and study skills. Additionally, the outcomes spiral developmentally across the grade levels and the curriculum.

This publication, Completes Patterns: An Instructional Module for a Learning Outcome of the Comprehensive Reading Program, has been prepared as supplementary material in response to teachers' requests for additional instructional strategies and in response to students' needs as indicated by criterion-referenced-test data. The use of this module in the teaching/learning situation is optional.

These materials may be adapted or reproduced for use in the classroom.

Acknowledgments

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LEARNING OUTCOME: COMPLETES PATTERNS

Overview

Pattern completion is a learning outcome which incorporates the recognition, identification, reproduction, and completion of auditory and visual patterns. Research findings concerning reading suggest that discrimination tasks such as auditory and visual patterning are critical to the reading process. The skills developed in achieving this outcome lead to important concepts necessary to reading: left-to-right orientation, relating parts to the whole, making predictions, and identifying sequence.

The teaching strategies and learning activities presented in this module incorporate a developmental language arts approach with provisions for the students' diverse learning modalities.

Specific strategies develop listening and speaking skills as well as reading and writing readiness skills. The concept of patterning is introduced at the concrete level with manipulatives that children can touch and move about. Activities which involve listening to sound and word patterns reinforce the patterning concept. Another dimension to patterning is presented through strategies which introduce visuals, such as pictures, shapes, symbols, and letters and words. Visual patterning is a precursor to reading.

The concept of patterning is extended through strategies that integrate auditory and visual skills. Activities in which students dictate patterns and write patterns from dictation incorporate speaking and listening with the early stages of reading and writing. As the children progress in mastering patterning skills, their practice exercises will include real words in oral and written forms. Discrimination tasks should focus on real words which the children will encounter in reading. By applying the patterning concept to the use of real words, students take an important step forward in reading readiness.

Through completion of the activities presented in this module, the student should:

- Recognize, identify, reproduce, and complete patterns formed with manipulatives
- Recognize, identify, reproduce, and complete sound and word patterns
- Recognize, identify, reproduce, and complete pictured and written patterns
- Recognize, identify, and interpret sound patterns in their written form

PATTERNING WITH MANIPULATIVES

The concept of patterning may be introduced through the use of manipulatives. Blocks, beads, pegs, and other such objects are readily available in the kindergarten classroom, and the use of manipulatives is a natural way to bridge the undirected learning that children absorb on their own initiative with directed teaching strategies which are intended to develop desired concepts or skills. Attractive objects that children use as playthings provide the teacher with opportunities to relate their students' previous play experiences to learning activities.

Materials

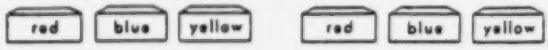
Blocks of various colors, sizes, and shapes
Colored beads with string
Peg boards with pegs
Flannel board with flannel shapes and letters
Pocket chart and cards with pictures, shapes, and letters

Teaching Strategies/Learning Activities

. Construct a pattern by arranging two or three blocks of different colors horizontally on the work area. (Start from the children's left side--your right.) Begin with a red block; next to it place a blue block; next to the blue block place a yellow block. Tell the children that this is a pattern. Explain that each block is part of this pattern and that all three blocks make up this whole pattern when they are arranged together this way.

Example:

Repeat the procedure and place a second set of blocks in the same pattern beside the first set of blocks so that the children can see the two patterns in a horizontal continuation.

Example: 

Have a child volunteer to construct the same pattern with a third set of blocks.

Example:

Present various patterns with blocks of other colors, sizes, or shapes to provide practice for all the children.

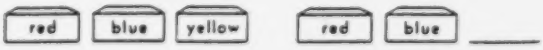
- Present a key pattern. Then construct different patterns and include one that is identical to the key pattern. Have the children choose the pattern that matches the key pattern.

Example

Key Pattern:

Choices:

- Present a block pattern as described in the previous activity. Have the children identify the order of the pattern by naming the colors. Continue with an incomplete version of the same pattern and have the children predict the color of the block or blocks that complete the pattern.

Example: 

Repeat the procedure with other patterns to give all the children an opportunity to practice. Have the children construct patterns with colored beads, pegs, and other available manipulatives.

LISTENING FOR PATTERNS

The ability to recognize sound patterns is considered crucial to reading success. Auditory perceptual skills such as tracking, sequencing, memory span, and discrimination are interrelated. Children should practice many types of listening exercises to discriminate among degrees of loudness, rhythmic patterns, and pitch. In this set of strategies, the concept of patterning is developed through listening for sound and word patterns and identifying these patterns orally.

Materials

Rhythm sticks
Maracas
Bells

Teaching Strategies/Learning Activities

. Produce a three-sound pattern (clapping hands, stamping feet, or tapping rhythm sticks). Describe the actions as they are performed.

Suggested sound patterns:

. clap, (pause), clap-clap
. clap, stamp, clap
. tap, tap, stamp

Repeat the pattern and have the children name the actions as you produce them. Then have the children name the actions as they reproduce the pattern. Have the children perfom the actions without naming them aloud after the pattern is established. Continue the activity with a variety of patterns.

. Produce a pattern and have the children become familiar with it. Then produce the beginning of the pattern again, but do not complete the pattern.

Example: Clap, stamp, clap (Repeat until established.)
Clap, stamp, _____

Have the children supply the sound that completes the pattern and name the actions aloud as they reproduce the pattern. After an appropriate interval, the children may drop the oral reinforcement.

Vary the activities by producing patterns with loud and soft sounds.

Example: loud, soft, loud
or
soft, soft, loud

Extend the activities by having the children use any available musical or rhythm instruments to produce patterns. Play marches on records or tapes and have the children move to the appropriate rhythm patterns.

. Tell the children that now they are going to hear a different kind of pattern, a pattern made with words.

Example: Up, down; up, down. (Move your hand up and down as you say the words.)

Have the children imitate the motions and say the words along with you. Then have the children practice independently.

Provide further practice by presenting a variety of patterns with two or three words in each pattern. Accompany words with actions, if appropriate.

Suggested patterns:

. action words	sing, dance, dance step, jump, stop step, hop, hop
. descriptive words	happy, sad, happy slow, fast, fast far, far, near
. color words	purple, purple, yellow blue, red, green red, green, red
. sentences	Draw a house. Draw a house. This is fun. This is fun.

- Introduce a new word pattern and familiarize the children with it. Explain to the children that you will begin the word pattern but that you will not complete it. Have the children say the word that completes the pattern.

  Suggested pattern: big, little, big; big, little, big

  Incomplete pattern: big, little, ____

- Extend the activities by leading the children in performing finger plays and rhymes. For activities involving finger plays and rhymes, see Identifies Rhyming Words: An Instructional Module for a Learning Outcome of the Comprehensive Reading Program, published by the Board of Education of the City of Chicago, 1986. Explain to the children that such activities contain word patterns.

PREREADING AND PREWRITING

Reading involves the ability to follow specific patterns and to remember the order of the letters which form the words. The following strategies develop the concept of patterning through visual patterns formed with pictures, shapes, letters, and words. Additionally, the activities reinforce left-to-right directionality.

Materials

Flannel board and flannel figures
Chalkboard and chalk
Worksheets
Cards with model patterns
Crayons
Scissors
Paste
Construction paper and cutouts
Blocks of various colors, sizes, and shapes
Colored beads with string
Peg boards with pegs
Parquetry blocks

Teaching Strategies/Learning Activities

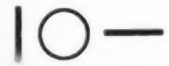
. Present a model pattern by arranging flannel figures on a flannel board. Tell the children that these figures and the way they are arranged make up this pattern.

Example:

Have a child volunteer to reproduce the model pattern on the flannel board. Vary the patterns and have several children practice the activity. (Always present patterns in a left-to-right direction.)

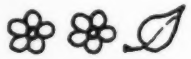
Distribute sheets of construction paper and colored paper cutouts that match the flannel board figures. Present a model pattern on the flannel board and have the children reproduce the model by arranging and pasting the colored cutouts on the sheets of construction paper.

- Draw a model pattern of easy-to-copy figures on the chalkboard.

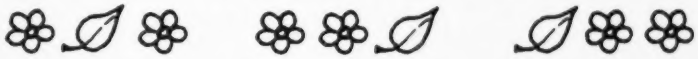
  Example: 

  Have different children take turns drawing the model pattern on the chalkboard. Vary the patterns and have the children practice the activity.

- Present a model pattern on the chalkboard. Have the children name the figures of the pattern in left-to-right order.

  Example: 

  Construct other sets of flowers and leaves in various patterns on the chalkboard and have the children select the pattern that is the same as the model.

  Choices: 

  Draw other figures and different patterns on the chalkboard and have the children practice the activity. Introduce Activity Sheet 1 for further practice.

- Present a key pattern on the chalkboard. Continue by drawing the broken outlines of the same pattern. Have the children reproduce the key pattern by tracing the broken lines.

  Example:

  Draw other key patterns followed by broken-line figures and have different children reproduce the key patterns by tracing the broken lines. Introduce Activity Sheet 2 for further practice.

- Construct one or two complete patterns. Follow with an incomplete pattern. Have the children name the shapes in a left-to-right progression.

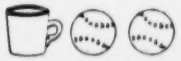
  Example:

  Draw the square in the blank space as directed by the children. Continue the activity by using other patterns to provide practice for the children. Use letters and words to extend the activity. Introduce Activity Sheet 3 for further practice.

Activity Sheet 1

Directions:

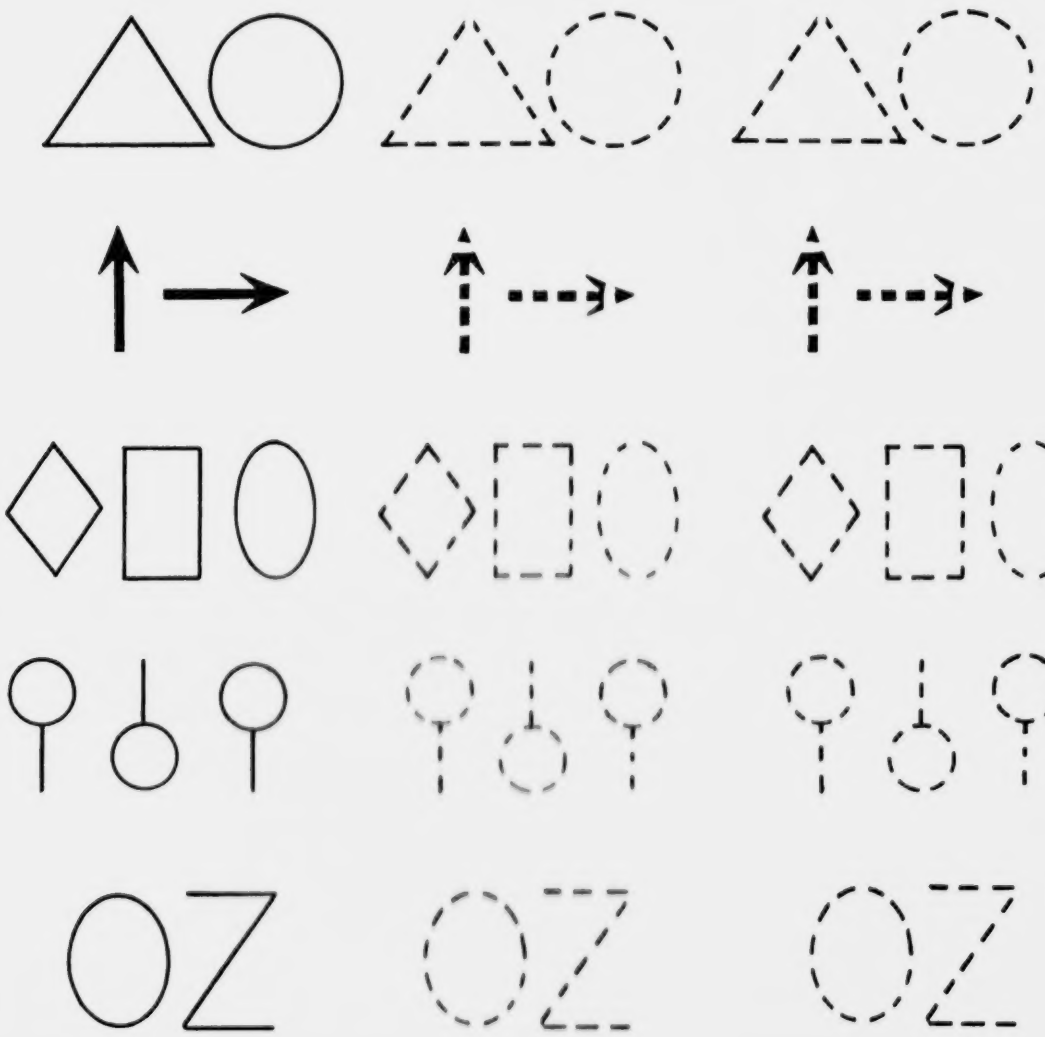
Look at the pattern in the first box in each row. Then look at the other patterns in the same row. Draw a circle around the pattern that is exactly the same as the one in the first box.

			
□○△	△□○	□□△	□○△
○⬡△	△⬡○	○⬡△	○△⬡
WXY	YXW	WXY	WYX
TEN	TEN	NET	ENT

Activity Sheet 2

Directions:

Copy the first pattern on each row by tracing the broken lines of the remaining figures on the same row.



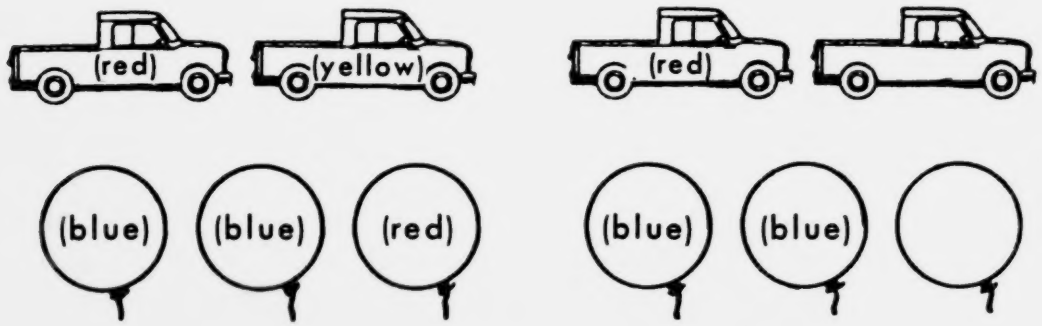
Activity Sheet 3

Directions:

Look at each row and decide what the color, shape, or letter pattern is for that row. Complete each row by coloring the picture, drawing the shape, or writing the letter that completes each pattern correctly.

Note to the Teacher:

Color words in parentheses indicate that the objects should be colored by the teacher.



△○+ △○+ △__

A E O A E O A E _

T E L L T E L L T E L _

RELATING SOUNDS TO SYMBOLS

The following strategies incorporate the four strands of the language arts: listening, speaking, reading, and writing. Higher-level thinking skills are needed to understand the relationship between written symbols and the sounds they represent. These strategies are designed to develop awareness of the sound-symbol relationship by integrating auditory and visual patterns. Reading readiness, listening, speaking, and writing are integrated in activities which involve the students in producing sound patterns from written symbols, dictating sound patterns, and writing sound patterns.

Materials

Chalkboard and chalk
Rhythm sticks
Other instruments

Teaching Strategies/Learning Activities

. Review loud-and-soft sound patterns. Demonstrate by tapping a pattern: loud-soft-soft. Write a loud and soft sound pattern on the chalkboard. Use (**/**) for loud sounds and (/) for soft sounds, and explain that a sound pattern can be written on the chalkboard.

Example: (**///** **///** **///**)

Lead the children in performing the activity until they have mastered the concept. Write different patterns on the chalkboard and have the children practice interpreting them by clapping, stamping, tapping, or by using available rhythm instruments.

- Have the children take turns naming sound patterns (loud, soft, loud). Write the corresponding symbols on the chalkboard (///). Have the class perform the patterns that have been dictated as they are written on the chalkboard.

- Review the symbols used to represent loud (/) and soft (/) sounds. Produce different sound patterns by clapping or tapping and have individual children take turns writing the symbols that represent the given sounds.

- Produce a pattern by clapping or tapping and have the child write on the chalkboard using the symbols that represent the sounds in the pattern. Repeat the procedure with a variety of patterns to provide practice for all the children.

REINFORCING AND ENRICHING

In order to thoroughly master skills and concepts, children need sufficient practice to apply their learning. They should be able to select from a variety of activities for individual reinforcement. Teachers may use the activities described below for individualized instruction and for independent, paired, or small-group practice. The activities may be expanded or modified to suit the needs of the children.

Materials

Activity sheets with incomplete figure patterns and companion sheets with figures
Scissors
Paste
Card models
Blocks of various colors, sizes, and shapes
Colored beads with string
Peg boards with pegs
Parquetry blocks
Strips of colored construction paper for making chains and placemats
Blank sheets of paper with "stick-ons"
Magnetic board with magnetic shapes and letters
Pocket chart and cards with pictures, shapes, and letters
Flannel board with flannel shapes and letters
Construction paper with ink stamps, pencil, and crayons

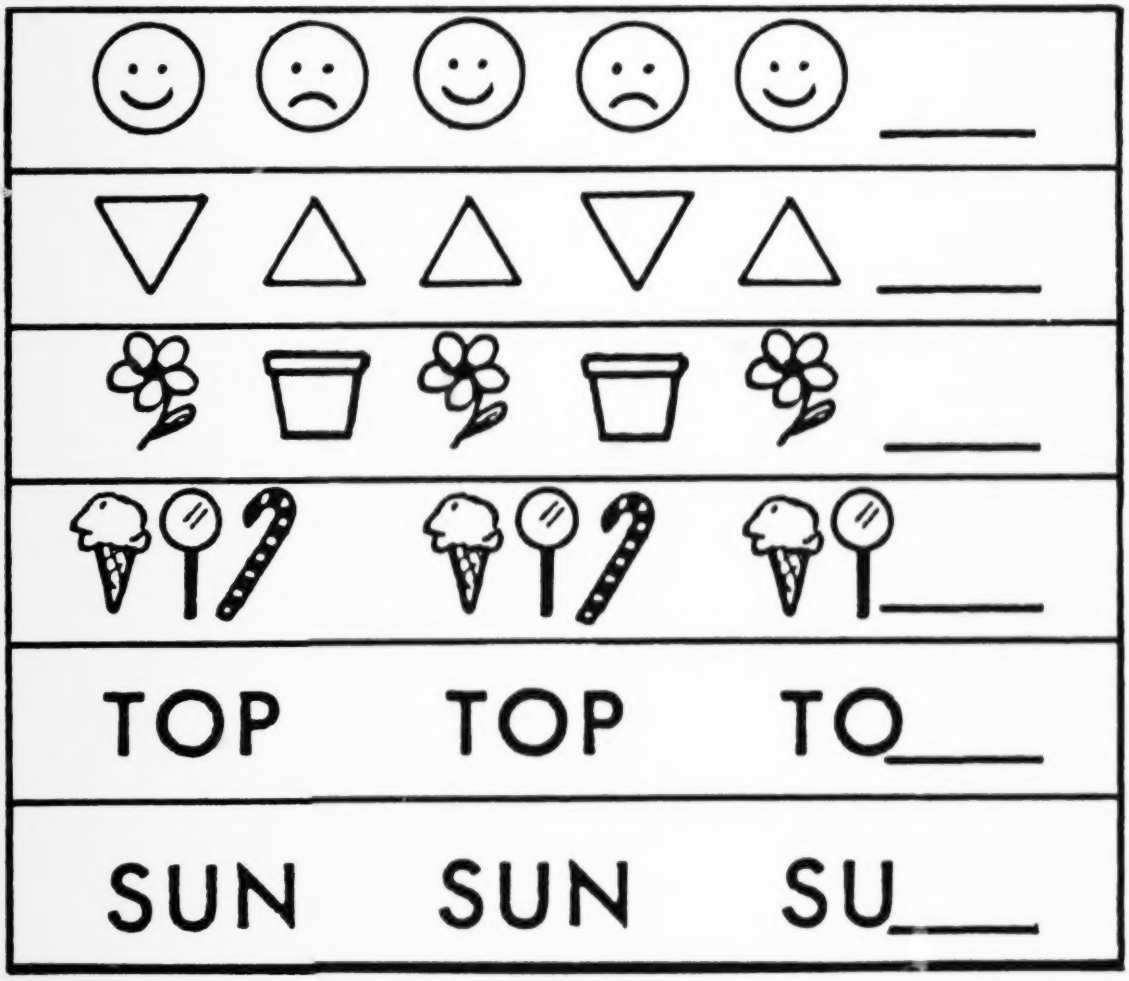
Teaching Strategies/Learning Activities

- Have the children complete the patterns on the activity sheets by cutting out and pasting figures from the companion sheets. (See Activity Sheet 4.)
- Have the children follow card models to construct patterns with appropriate manipulatives. (See "Models for Reinforcing and Enriching Activities," page 18.)
- Have the children follow model patterns to construct chains and placemats with strips of colored construction paper.

Activity Sheet 4

Directions:

Cut out the picture or letter that completes the pattern for each row and paste it on the blank space.



Activity Sheet 4 (cont.)

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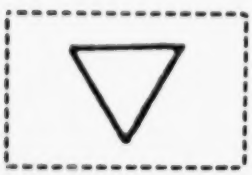

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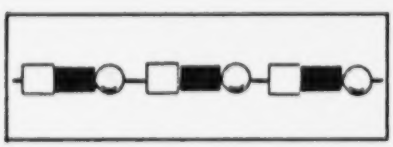
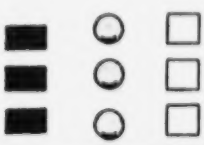
Models for Reinforcing and Enriching Activities

Directions to the Teacher:

Draw patterns on tag board representing manipulatives found in your classroom. Have the children copy the patterns on the card models with the appropriate manipulatives (shapes, beads, blocks, letters).

Card Models	Manipulatives
	
FGH FGH	Magnetic letters on magnetic board Letters on cards in pocket chart Flannel letters on flannel board Crayons or pencil on paper
STOP STOP	

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Suggested Resources

Additional information for the teacher may be found in other Board of Education publications as well as in commercially published materials.